

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Personal, Social and Health Education Year 6

	Autumn 1 Mental health and wellbeing	Autumn 2 Managing money and online spending	Spring 1 Anti-racism	Spring 2 Drug education: assessing risk and managing influences	Summer 1 Developing our AI literacy	Summer 2 Changing me
Content Declarative Knowledge 'I know'	-Define what mental health and wellbeing mean, and recognise that everyone has mental health that needs looking after. -Describe the different feelings, worries, and excitement associated with the transition to secondary school. -Identify trusted adults and support networks both inside and outside of school where they can seek help regarding their mental health or transition worries.	-Explain how targeted advertising works, recognizing that online platforms track user data, searches, and likes to display customized ads designed to encourage spending. -Identify hidden marketing tactics in digital spaces, such as influencer sponsorships, unboxing videos, product placement in video games, and "advergames" (games built entirely around a brand). -Recognise common online financial harms and scams, including "loot boxes" or in-app	-Redefine racism beyond individual insults, understanding it as a combination of prejudice, systemic power, and institutional practices that disadvantage specific racial groups. -Define anti-racism as an active commitment to challenging and changing racist behaviours, policies, and ideas, rather than just "not being racist." -Explain "racial socialisation" and how stereotypes are formed, recognizing how media, history, and upbringing can	-Differentiate between legal and illegal drugs, providing examples of each (including over-the-counter medicines, prescription drugs, alcohol, tobacco, vapes, and illegal substances). -Explain the physical and psychological risks of drug use, including the immediate effects on the body and brain, and the long-term risk of addiction. -Understand the specific risks of vaping and nicotine addiction, recognizing how marketing tactics	-Differentiate between traditional AI (systems that follow rules to sort or predict, like a video game opponent or a Netflix recommendation) and Generative AI (systems that create brand-new text, images, or audio by finding patterns in massive amounts of data). -Identify the positive opportunities of AI use, such as speeding up research, helping people with disabilities, brainstorming creative ideas, or translating languages instantly.	-Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally -Know how a baby develops from conception through the nine months of pregnancy and how it is born -Know how being physically attracted to someone changes the nature of the relationship -Know the importance of self-esteem and what they can do to develop it

		purchases designed to be addictive, subscription traps, phishing attempts, and fake online giveaways. -Understand the emotional triggers used by online advertisers, such as creating a sense of urgency (e.g., "<i>Offer ends in 2 minutes!</i>") or exploiting the fear of missing out (FOMO).	quietly shape our views about different racial groups. -Define "unconscious bias" and explain how our brains make split-second judgments about people based on cultural stereotypes without us even realising it. -Articulate why representation matters in books, media, leadership, and toys, and explain how a lack of diversity harms everyone's perception of society. -Dismantle common myths and misconceptions about race, understanding that race is a social construct rather than a biological indicator of intelligence, character, or ability.	target young people and how these products affect developing lungs. -Explain the legal consequences of possessing, using, or supplying illegal drugs, understanding how a criminal record can impact a person's future, travel, and career choices. -Identify the internal and external influences on drug use, such as peer pressure, media glorification, stress, and curiosity.	-Explain the concepts of "AI bias" and "hallucinations", understanding that AI tools can repeat human prejudices found in its training data or confidently invent completely false facts. -Recognise the risks of AI deception, including the existence of deepfakes (manipulated video/audio) and how AI can be used to generate convincing phishing scams or fake news stories. -Understand the basic ethics of AI, including how copyright issues affect artists and writers whose work is used to train AI, and the environmental cost (energy/water use) of data centres.	-Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class
Skills Procedural Knowledge 'I know how to'	-Apply problem-solving strategies to common transition	-Critically evaluate an online commercial message, identifying	-Talk about race, racism, and skin colour confidently	-Demonstrate effective refusal strategies when	-Formulate basic prompts responsibly, using AI as a tool for	-Recognise ways they can develop their own self-esteem

	scenarios (e.g., getting lost, forgetting equipment, or dealing with heavier homework loads). -Formulate a personal transition plan that maps out their support network, daily routines, and self-care habits for their first term in secondary school. -Demonstrate effective communication skills to voice worries or ask for help from new trusted adults (like a form tutor or head of year) in a secondary school environment. -Practise active listening and empathy to support peers who may be feeling anxious or overwhelmed about the upcoming move.	whether a piece of content is a genuine recommendation or a paid advertisement. -Apply protective strategies to manage online spending impulses, such as implementing a "cooling-off period" before buying, or disabling automatic in-app purchases. -Demonstrate how to report online financial exploitation or fraudulent content, using built-in app reporting features, reporting to a trusted adult, or identifying official reporting channels like Action Fraud. -Keep personal and financial data secure online by refusing to share passwords, bank details, or personal information in exchange for game currency or rewards.	and respectfully, using accurate, inclusive, and mature vocabulary. -Identify and reflect on their own unconscious biases, demonstrating a willingness to question their first assumptions about others. -Critically analyse media, texts, and school spaces for representation, identifying where diverse voices are missing or relied upon as stereotypes. -Demonstrate practical anti-racist actions, such as safely calling out a racist comment on the playground, supporting a peer target, or reporting discriminatory behaviour to a school adult.	facing peer pressure, using confident verbal and non-verbal communication to say "no" safely. -Critically evaluate information about drugs, distinguishing between myths or playground rumours and medical/legal facts. -Assess risk in a drug-related situation and apply safety scripts to remove themselves from environments where illegal substances are present. -Identify where and how to seek help or advice regarding substance misuse, naming trusted adults at home, at school, and national help organisations (like Childline).	learning or brainstorming while ensuring they do not share personal, private information with the software. -Fact-check AI-generated information, cross-referencing claims made by a chatbot with reliable, trusted primary sources before using it in their schoolwork. -Critically evaluate digital media for signs of AI generation, checking images for common anomalies (e.g., distorted hands, text that doesn't make sense, or unnaturally smooth textures) to spot potential deepfakes. -Apply academic integrity principles, clearly citing when and how an AI tool was used in a project, rather than presenting AI-generated work as their own original writing.	-Can express how they feel about the changes that will happen to them during puberty -Recognise how they feel when they reflect on the development and birth of a baby -Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to -Can celebrate what they like about their own and others' self-image and body-image -Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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Vocabulary	Transition, Timetable, Form Tutor / Head of Year, Independence, Well-being, Anxiety, Escalate, Grief / Loss, Reframing, Mindfulness, Support Network, Empathy	Targeted advertising, User data, Influencer sponsorships, Advergames, Loot boxes, Phishing, Subscription traps, Emotional triggers, FOMO (Fear Of Missing Out), Critically evaluate, Cooling-off period, Action Fraud	Prejudice, Systemic power, Institutional practices, Anti-racism, Racial socialisation, Stereotype, Unconscious bias, Representation, Social construct, Diversity, Discrimination	Legal drugs, Illegal drugs, Over-the-counter medicine, Prescription drugs, Vaping, Nicotine, Addiction, Physical risk, Psychological risk, Legal consequences, Criminal record, Internal influences, External influences, Peer pressure, Media glorification, Refusal strategies, Non-verbal communication, Myths, Safety scripts, Substance misuse, FRANK	Traditional AI, Generative AI, Training data, AI bias, Hallucination, Deepfake, Copyright, Prompt, Fact-check, Primary source, Anomalies, Academic integrity	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .
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